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Office of Minority Health
Division of Program Operations
Youth Empowerment Program II (YEP II)
Final Report

Grant Number: 1YEPMP140086-01-00

Grantee Organization Name: Centro de Salud de la Comunidad de San Ysidro

Address: 1275 30th St. San Diego CA 92154

Project Title: Focused Learning, Empowered Excellence (FLEX)

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Focus Area(s) (one or more):

Minority male youth violence (including gang violence)

Teen pregnancy prevention education as it relates to males

Career preparation training that is appropriate for at-risk minority male youth

Mentoring support services (education and/or college preparation)

Project Period: September 1, 2014-August 31, 2017

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Research Foundation

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(www.yess.sdsu.edu)

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I. INTRODUCTION/PURPOSE: *(Describe the project and its purpose. Identify the interventions provided and the population(s) served and target area(s). List the goals and objectives and any approved amendments and timetables. Indicate if each of the goals and objectives were MET or NOT MET. If goals and objectives were NOT MET during the project period, explain why. Describe the cohort of 50 at-risk minority youth males at risk for violence retained during the three-year project period. Identify and discuss the partnerships which improved coordination/alignment that addressed factors leading to reductions in risk-taking behaviors and an increase in self-confidence and resiliency).*

The YEP-II Program (A.K.A FLEX) was designed to address a variety of issues that have a significant and negative impact on young men throughout the proposed service area. The purpose of the program was to offer comprehensive youth development services – specifically, coordinated intervention strategies including education, mentoring, etc. – to improve the life trajectory of the at-risk, minority male youth in YEP-II’s service area. The guidance and intervention strategies from the proposed YEP-II program were aimed to address and reduce the risky and unhealthy behaviors that the youth engage in. The program also provided the youth opportunities for completing their education, gaining college admission, and/or securing a job. All 55 completing YEP-II participants were male, aged 15-18 during the program, and started during their sophomore year of high school- ending after their senior year.

The YEP II intervention was focused on the following areas: 1) minority male youth violence, including gang violence; 2) teen pregnancy prevention; 3) mentoring and support services; and 4) career preparation training that is appropriate for at-risk minority male youth. The expected results at the beginning of the project included a reduction in risky behaviors, an increase in healthy behaviors and lifestyle choices, and an increase in the rate of high school graduation for at-risk minority males. The projects overarching goal was to achieve an 80% high school/GED graduation rate for all project participants.

- SYHC’s YEP-II program was a collaborative partnership with two youth development

organizations, South Bay Community Services (SBCS) and Social Advocates for Youth (SAY) and four service area high schools (San Ysidro HS, Mar Vista, Southwest HS, and O'Farrell CS). YEP-II's coordinated intervention strategy focused on the implementation of the evidence-based Teen Outreach Program (TOP), in addition to comprehensive youth development services – with an emphasis on mentoring, college preparation, and job training – from SBCS and SAY. A key YEP-II component was the provision of case management services (provided by SBCS and SAY) to YEP-II participants and their family members from the time of their enrollment to the time of their graduation from YEP-II. Case management services were provided concurrently with TOP activities and youth development services.

The goals and objectives proposed for the project were all met and are listed below.

Objective #1: Establish program protocols for a coordinated intervention strategy with partners to provide education and youth development services to at-risk, male, minority youth by Month 5 of Year 1. GOAL MET

Objective #2: Recruit 75 at-risk, minority, male 10th graders by Month 6 of Year 1 and retain at least 50 participants in YEP-II until the end of Year 3. GOAL MET

Objective #3: Implement the evidence-based Teen Outreach Program (TOP), including 25 group sessions for the Changing Scenes curriculum and assisting in a least 50 teens in completing a community service project, by 8/31/2017 (end of Year 3). GOAL MET

Objective #4: Provide youth development services – with emphasis on mentoring, college preparation, and job training – to at least 50 teens by 8/31/2017 (end of Year 3). GOAL MET

Objective #5: Reduce risk factors and increase protective factors for 80% (-40) of YEP-II participants and achieve high school graduation rate for 80% (-40) of YEP-II participants by 8/31/2017 (end of Year 3). GOAL MET

A more detailed discussion of accomplishments related to each objective is included in Section IV-B, below.

II. INTENDED OUTCOMES: *(Provide a narrative on how OMH Expectations (listed below) have been met over the project period.)*

A. Reduction in violence, crime and arrest rates

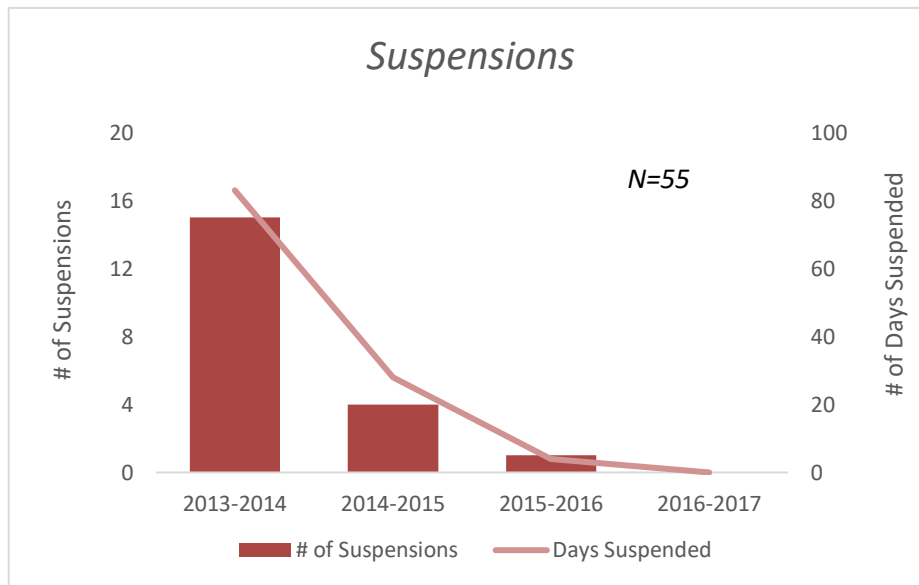
The Individualized Assessment Matrix was used to assess students involvement with violence, crime and law enforcement. The assessment was completed by a case manager for each student at the beginning of the program. The assessment continued to be updated by the case managers as needed, and at least annually, to reflect changes in the student's circumstances and to maintain an updated record of each student's needs.

- *Involvement in fights* was identified as a concern at some point during the course of the program for 6 of the 55 (10.9%) student participants still enrolled at this time. At the end of the program, all 6 students (100%) have shown an improvement such that involvement in fights is no longer identified as a concern.
- 2 students (3.6%) showed a concern at some point during the course of the program with regard to *being arrested*, and one student (50%) has shown an improvement as of the end of the program.

B. Reduction in the number of disciplinary actions, suspensions, expulsions in school, district or locally;

Using academic performance data from participants' respective school districts, the suspension data is summarized in the table and chart below.

	% of Students with One or More Suspensions	# of Suspensions	# of Days Suspended
2013-2014	9.1%	15	83
2014-2015	7.3%	4	28
2015-2016	1.8%	1	4
2016-2017	0%	0	0



C. Decrease in the behaviors that contribute to injury and violence;

The Individualized Assessment Matrix includes items that reflect mental health and drug/alcohol use of the students in the program:

- *Anger Management* was identified as a concern at some point during the course of the program for 16 of 55 (29.1%) student participants still enrolled at this time. As of the end of the program, 11 of those students with a concern (68.8%) have shown improvement such that anger management is no longer identified as a concern.
- 5 students (9.1%) showed a concern at some point during the course of the program

with regard to *thoughts of self-harm*, and all 5 students (100%) showed an improvement.

- 3 students (5.5%) showed a concern at some point during the course of the program with regard to *thoughts of harming others*, and all 3 students (100%) showed an improvement.
- 2 students (3.6%) showed a concern at some point during the course of the program with regard to *drug and alcohol use in the last 30 days*, and both students (100%) showed an improvement.

D. Development of skills and behaviors that lead to healthier lifestyle choices;

The Individualized Assessment Matrix was used, and includes items that reflect nutrition, physical activity, and other healthy behaviors of the participants:

- *Physical Activity* was identified as a concern at some point during the course of the program for 11 of 55 (20%) student participants still enrolled at this time. As of the end of the program, 10 of those students with a concern (90.9%) have shown improvement such that physical activity is no longer identified as a concern.
- 34 students (61.8%) showed a concern at some point during the course of the program with regard to *avoiding unhealthy foods*, and 26 (76.5%) have shown improvement as of the end of the program.
- 7 students (12.7%) showed a concern at some point during the course of the program with regard to *whether they had seen a doctor in the past 2 years*, and all 7 students (100%) have shown an improvement as of the end of the program.

- Finally, 12 students (21.8%) showed a concern at some point during the course of the program with regard to *whether they have seen a dentist within the past 2 years*, and 9 (75%) have shown improvement as of the end of the program.

E. Decrease in the number of pregnancies for which members of the cohort are responsible;

There were no pregnancies for which members of the cohort are responsible, so with intended outcome ends up being non-applicable. The program did provide students with information and strategies to reduce the risk of pregnancy, so we are confident that we reduced the likelihood of unplanned pregnancies among the participants.

F. Decrease in the number of reported sexually transmitted infections (STIs);

There were no STIs reported among the members of the cohort, either at baseline or in follow-up time periods. This intended outcome is therefore non-applicable. The program did provide students with information and strategies to reduce the risk of STI transmission, so we are confident that we reduced the likelihood of participants contracting STIs in the future.

G. Reduction in rates of unprotected sexual activity;

The Individualized Assessment Matrix includes items that reflect sex education and behaviors that potentially reduce student risk from unprotected sexual activity:

- *Knowing where and how to get condoms, birth control and other protective methods* was identified as a concern at some point during the course of the program for 18 of 55 (32.7%) student participants still enrolled at this time. As of the end of the program, all 18 of those students with a concern (100%) have shown improvement such

as knowing where and how to get condoms, birth control and other protective methods is no longer identified as a concern.

H. Increase rates of condom use and other protective behaviors;

The Individualized Assessment Matrix includes items that reflect sexual protective behaviors as well.

- *Use of condoms, birth control of other protective methods* was identified as a concern at some point during the course of the program for 6 of 55 (10.9%) student participants enrolled at this time. As of the end of the program, all 6 students with a concern (100%) have shown improvement such that the use of condoms, birth control and other protective methods is no longer identified as a concern.

I. Increase in reading and/or math levels;

This outcome could not be directly measured because of changes in the way standardized testing is conducted in California. School districts transitioned to the new “Smarter Balanced Assessment” in 2015, but data from the initial administration was unreliable due to technical issues. Given the observed increase in GPA and the high graduation rate, we think it is reasonable to assume that students on the whole improved their math and reading skills in relation to grade level standards.

J. Increase in promotion rate to next grade; and

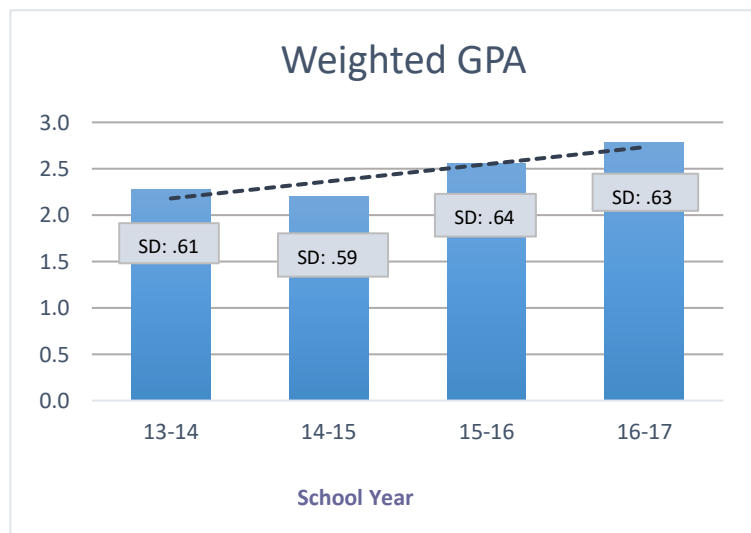
According to school district data, promotion rate among participating students continued to be 100% until the end of the program.

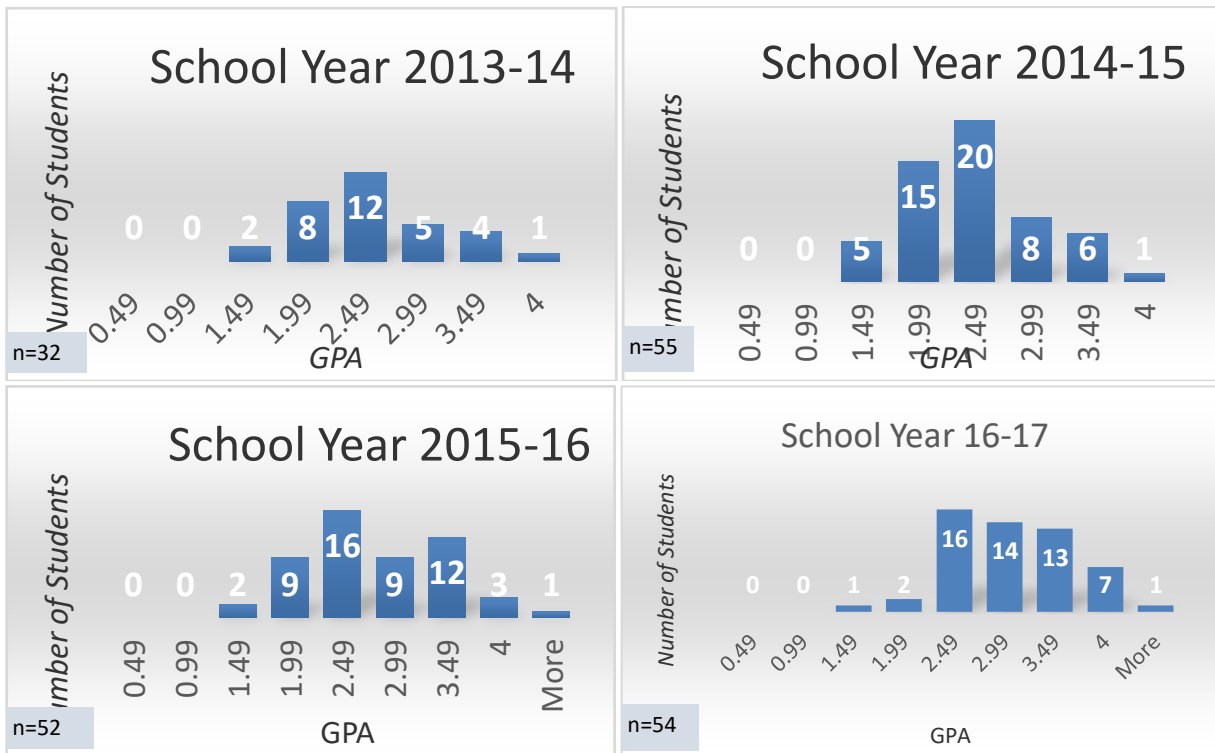
K. Increase graduation and or GED completion rates

As of August 31, 2017, 52 of the 55 of the students (94%) who completed the program

successfully graduated from high school. This is substantially higher than the 82% graduation rate reported by Sweetwater Union High School District. No graduation rate is published by O'Farrell Community Charter School. The 3 remaining students who completed the program but had not graduated by the time of writing are in the process of completing credits required to graduate.

Throughout the four years of the program, we tracked progress on this outcome by collecting and analyzing student GPAs. According to school district data, the average weighted GPA for our active students increased from students' first and senior year of high school. During school year 2013-2014, the average GPA was 2.3 with a standard deviation of .61. By school year 2016-2017, the average GPA increased to 2.8 with a standard deviation of .63. The graphs below summarize the changes in students' average GPA from their first year to their senior year of high school.





III. EVALUATION METHOD: *(Discuss the methodology for process and outcome evaluation, such as, but not limited to, surveys and frequency, practice assessment tools, and evidence-based models. Provide sample size (cohort). List any statistical software used. Provide copies of all survey instruments and tools utilized during the project period in the Appendices.*

The longitudinal methodology included multiple components that were used to measure the intended outcomes of the program. Baseline data was collected for students and was used to track their progress throughout the entire program. Each assessment tool was used to measure the intended outcomes of the program in conjunction with qualitative data, which provided supplemental information about the experiences of those involved in the program.

Asset Inventory (Appendix A)

The Asset Inventory was created to measure longitudinal changes in student’s experiences of support for educational success in family, school, and community settings and their own practice of healthy behaviors that support educational success and resiliency. The Asset Inventory was self-reported by each student throughout the duration of the program. Baseline

data for the Asset Inventory was collected in the second semester of the 2014-2015 school year and was thereafter collected at the beginning on the 2015-2016 school year, the 2016-2017 school year, and lastly at the end of the 2016-2017 school year. Using the Asset Inventory, students' internal and external assets were tracked and reported on each of the quarterly progress reports. The Asset Inventories were analyzed for those students who had completed the Asset Inventory at baseline and at the end of the program.

Individualized Assessment Matrix (*Appendix B*)

The Individualized Assessment Matrix was created to assist in case management, provide additional data to support for case-level analysis, and assess program outcomes. The Individualized Assessment Matrix was used with participants in the program to track their progress and needs in relations to nine categories: school success, disciplinary actions, home environment, health, mental health, drug and alcohol use, sexual activity and parenting, friends and social groups and aspirations. The matrix was completed by the case managers for each student at the beginning of the program, and continued to be updated every semester to reflect changes in the students' circumstances. Both the Asset Inventory and the Individualized Assessment Matrix assisted in determining how the program helped students increase internal and external assets and overcome the various challenges they experienced while on their way to graduating high school.

School District Data

School district data was used to track academic performance, school attendance and behavioral concerns. School district data was collected in Year 1 of the program and at the end of Year 3. The academic data was used to measure school success and ensure the students in the program were on track to graduate in Year 3 of the program.

Interviews (Appendix C)

Interviews were conducted at the end of Year 3 of the program to provide supplemental information with regard to how the program was implemented by staff, and received by students and school administrators. The evaluation team conducted interviews with students, school site staff, and program staff, which offered participants the opportunity to speak openly about their personal experiences in the program. The individual interviewed were reassured that their responses would be anonymous and that we would not disclose any personal information in subsequent reports. The evaluation team interviewed eight students, two from each school site. Of the eight interviews, seven were conducted in-person at the school sites, and one was conducted via email. The students interviewed had completed the program and were on track to graduate high school in Year 3 of the program. The student interviews focused on their experiences in the program, what they valued most, any obstacles they encountered in accessing the program or recommendations, and what their plans were following high school graduation. The interviews with three school site staff and four program staff were conducted via email and were primarily focused on the implementation of the program, student retention/engagement, challenges encountered, and possible ways to improve the program in the future.

Program Attendance

Case managers and mentors tracked and reported on student's attendance in the program quarterly. This assisted in monitoring student involvement and retention in the program from Year 1 to Year 3.

Field Trips Summaries

Case managers and mentors were responsible for completing a summary of each field trip, which included an overview of field trip activities, the total number of students attending per school site, and number of program staff attending.

Statistical Software

There was no statistical software utilized in the evaluation of this program. However, Chi-square and Fisher Exact Test (<http://www.socscistatistics.com/tests/Default.aspx>) was used to determine statistical significance on the Asset Inventory and Individualized Assessment Matrix. In addition, a Paired T-Test (<https://www.graphpad.com/quickcalcs/ttest1/>) was used to measure the statistical significance for the academic data, including GPA, attendance, absences, and suspensions.

IV. PROJECT RESULTS: *Provide a narrative on the promising prevention model with multi- partnerships (see section IV.A); a narrative, with qualitative and quantitative analysis of the YEP II cohort that contributed to meeting OMH Expectations over the project period; the number of youth retained in cohort each year (i.e., Year 01/FY2014-2015; Year 02/FY2016; and Year 03/FY2016-2017)¹; if result(s) of sample size (cohort) was statistically significant; and how the outcomes of these projects will be used to develop other national efforts to address unhealthy behaviors, the elimination of health disparities, and empowering minority males to make better and informed decisions (see Section IV.B)).*

A. Promising Prevention Model² Addressing the Following:

The promising model used for the YEP- II/FLEX program was the Wyman Teen Outreach Program (TOP), an evidence-based, national youth development program designed to reduce the risk of problem behaviors while promoting health choices and empowering youths to lead successful lives. TOP focuses on building three foundation tenets within the teen: (1) healthy behaviors, to promote positive constructive actions that allow young people to be successful now and later in life; (2) life skills, to provide competencies necessary to grow into healthy, self-sustaining adults; and (3) sense of purpose, to instill knowledge of their worth as they contribute to their communities through meaningful service. TOP was implemented during Years 2 and 3 (24 months) of the YEP-II project period, and included:

- Positive adult guidance and support
- Implementation of TOP's *Changing Scenes* curriculum, which encompasses healthy

relationships, values, communication and assertiveness, influence, goal-setting, decision-making, and adolescent development and sexual health.

TOP was a highly structured – yet inclusive – model and was used with 11th and 12th grade students participating in the YEP-II/FLEX program.

The YEP-II/FLEX program provided by SYHC, SBCS, and SAY was delivered following the **Positive Youth Development** model, an evidence-based practice/approach that: (1) views youth as valued and respected assets; (2) focuses programs and policies on the youth’s evolving development needs, while involving the youth as an active partner; (3) engages the youth’s family, schools, and communities to foster an environments that foster and nurture the youth; (4) involves the youth that enhance their competence, connections, character, confidence, and contributions to society; (5) provides the youth an opportunity to experiment/explore in a safe environment while developing positive social values and norms; (6) engages the youth in activities that promote self-understanding, self-worth, and a sense of belonging and resiliency. An essential characteristic of the Positive Youth Development approach is the concordance and synergy among the youth’s family, school, and community.

YEP-II/FLEX, bridged the healthcare field (SYHC), youth development realm (SBCS and SAY), and the education sector (San Ysidro HS, Mar Vista, Southwest HS, and O’Farrell CS) with a unified goal of helping at-risk, minority youth to improve their life trajectory.

B. Outcomes³

1. Program Objectives

Objective #1: Establish program protocols for a coordinated intervention strategy with partners to provide education and youth development services to at-risk, male, minority youth by Month 5 of Year 1. GOAL MET

To ensure seamless and coordinated provision of YEP-II services, SYHC held YEP-II

partner meetings every week during the program planning phase; and monthly once the program was fully operational. The meetings allowed for an efficient exchange of information among the agencies involved in the YEP-II participants' care and allowed the YEP-II team to discuss and develop protocols to efficiently coordinate YEP-II's TOP delivery, youth development, case management, and wraparound support services. Additionally, meetings were used to discuss protocols on case conferencing, to provide updates on YEP-II participants' progress, to identify strategies to re-engage struggling YEP-II participants who are at-risk of dropping out of the program, and to discuss other relevant programmatic issues. A few examples of the program guidelines are included in *Attachment D*.

Objective #2: Recruit 75 at-risk, minority, male 10th graders by Month 6 of Year 1 and retain at least 50 participants in YEP-II until the end of Year 3. GOAL MET

There were a total of 135 at-risk minority, male 10th graders recruited by the first quarter of Year 1. Program staff completed enrollment in the second quarter of Year 2 by initially enrolling 73 students.

Objective #3: Implement the evidence-based Teen Outreach Program (TOP), including 25 group sessions for the Changing Scenes curriculum and assisting in a least 50 teens in completing a community service project, by 8/31/2017 (end of Year 3). GOAL MET

The TOP Program was implemented at each school and 55 students completed the program. A total of 261 sessions utilizing the TOP Program were provided across the 4 sites, with the number of sessions at each individual site ranging from a low of 52 (Mar Vista High) to a high of 79 (O'Farrell Community School). As part of the TOP Program, students also participated in a community service project of their choosing. A total of 62 students participated in their group-based community service project, and a total of 48 completed 20 or more hours toward their project.

Objective #4: Provide youth development services – with emphasis on mentoring, college preparation, and job training – to at least 50 teens by 8/31/2017 (end of Year 3). GOAL MET

Mentoring was a core strategy of the program, while college preparation and job training were emphasized during the final two years of the program. Each of the 55 students who completed the program received a suite of youth development services and developed mentoring relationships with program staff. The YEP II staff used a combination of services and strategies to meet students' needs, keep them on track to graduate, and help them plan for their future. For many students, the YEP II staff member stationed at their school served as a role model who demonstrated the importance of education and goal setting while exposing them to different career and educational opportunities.

Objective #5: Reduce risk factors and increase protective factors for 80% (-40) of YEP-II participants and achieve high school graduation rate for 80% (-40) of YEP-II participants by 8/31/2017 (end of Year 3). GOAL MET

Most importantly, the program achieved a graduation rate above the goal of 80%. As of the completion of the grant, school district data indicates that 52 of the 55 youth, or 94%, who completed the program have graduated from high school within 4 years. Additional students are on track to meet the requirements for graduation shortly after the August 31, 2017 end date for our grant.

We used two different tools to measure risk factors (Individualized Assessment Matrix) and protective factors (Asset Inventory Tool) for students participating in the program. Over the life of the program, 85% of the students who completed the program experienced a decrease in risk factors (as measured by the removal of a concern identified on the Individualized Assessment Matrix) and an increase in protective factors (as measured by

the identification of at least one new asset on the Asset Inventory Tool). Measuring reduction in risk proved to be relatively straightforward. 54 of the 55 students (98%) completing the program had a documented reduction in risk according to our methodology.

The Asset Inventory was used to measure reductions in risk factors and increases in protective factors amongst the students in the program. The survey asking students to identify the internal and external assets present in their lives was administered during each year of the program. 44 of 52 students (85%) with pre-post-data indicated the addition of one or more new assets, and all of those students also experienced a reduction in risk factors.

2. *Intended Outcomes*

Evidence regarding how OMH expectations were met was presented in Section II, above. The discussion in this section will include a more comprehensive presentation of evaluation findings, revisiting and expanding upon evidence related to the program’s success in achieving its intended outcomes. Excerpts from interviews conducted with students, as well as school and program staff, are used to illustrate many of the key points.

Academic and School-based Outcomes, Plus Life after High School

Given the focus of the program, the most important outcomes – those related to academic achievement and student functioning in the school setting) – were measured using school district data. Data are summarized in the table below and then discussed in the following paragraphs.

Intended Outcome	Variable	Baseline (N=55)	End of Program (N=55)	Is this change statistically significant (a=.05) ¹ ?
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¹ A Paired T-test was utilized for this comparison.

B) Reduction in the number of disciplinary actions, suspension, expulsion in school, district or locally	Number of students with at least one suspension	5	0	No
	Number of students suspended for at least one day	5	0	No
J) Increase in promotion rate to next grade	Number of students promoted to next grade level	55	55	
K) Increase in graduation and or GED completion rates	Mean weighted GPA for Active Students	2.28*	2.78	Yes
	Number of students graduating from High School		51**	

*N=31

**N=54

The concerns about student suspensions decreased throughout the course of the program, with no students showing a concern based on recent suspension at the end of the program. This improvement could be the result of student becoming more aware of the importance of staying in school and avoiding problematic behavior.

All students were promoted to the next grade level at the end of each year of high school and showed an increase in GPA since the beginning of the program. The program staff greatly assisted in ensuring that all students were meeting their academic goals and continuously monitored their progress. One student stated,

"I appreciate the program staff, Omar and Suede; they put all this time and effort into the program. I value them the most because they have a lot of other students they have to deal with and they also made sure we got

the tools that we needed for high school. “

“They provide us with time after school to check on how we were and to provide feedback in what we could improve on. If we needed more help, there was like an extra teacher right there.”

The strength and dedication of the students and program staff was apparent, with 51 of 54 (94%) students graduating high school at the end of the program. Students discussed how appreciative they were of resources and support the program and program staff provided; one student reflected on his experience and stated, *“I’m thankful for having been in the program. It helped me learn a lot more about life and education and how it can get you to who you want to be in the future.”* It was clear that the student’s perspective had shifted between the beginning and end of the program.

The point of getting at-risk students to graduate on time is to help them move into a productive and rewarding adult life with options for continuing their education and beginning their careers. The students reported on their plans after graduating high, and for many of them that included going to a junior college, a four-year university, into the military, or going to a trade school. Regardless of their post-graduation plans, it was inspiring to hear that the students had established goals and created strategies for achieving their future objectives. One student had detailed plans, which he shared in his interview:

“My plans are going to UC Davis to study Mechanical Engineering with a dual major on Aerospace engineering, and then I plan to pursue two Masters in automation and robotics. My ultimate goal is to study a Ph.D. in Aerospace and never stop applying to get a job at NASA. It will be a long journey, and I just started by completing my first step, finishing high school.”

The responses and experiences of the students in the program reinforced the importance of providing at-risk minority youth with educational support, mentorship, and exposure to new opportunities.

Reducing Risk Factors for At-Risk Teen Males

Students were recruited to participate in the program based on identifiable risk factors that threatened to disrupt their progress through high school. One fundamental challenge for the program was to identify and reduce those risk factors. Many of the intended outcomes for the program were measured by longitudinal tracking of results on the Individualized Assessment Matrix, a tool that was used by the program's case managers to track individual student concerns during each year of the program.

The Individualized Matrix Assessment tool tracked a broad range of concerns in individual students, and our analysis compared the number of students who showed a concern on the assessment and the number of students for whom that concern had been removed at the end of the program. The items related to the intended outcomes were primarily linked to the practice of healthy behaviors and reductions in risky behaviors. All of the intended outcomes listed in the table below showed improvements, with many of them being statistically significant. The reduction in the number of fights before, after, or during school was statistically significant, with 100% of students having no concern at the end of the program. Furthermore, significant decreases were shown for behaviors that contribute to injury and violence, which included thoughts of self-harm, thoughts of harming other, and drug/alcohol use. Overall statistically significant change increases were reported in the development of skills and behaviors that lead to healthier lifestyle choices, which included being physical active 2+ times per week, avoiding unhealthy foods, seeing a doctor and dentist

in the past two years. Reductions in rates of unprotected sexual activities showed statistical significance,

Intended Outcome	Assessment Item	#of students with concern (N=55)	# of students with concern removed (N=55)	Is change statistically significant (a=.05) ² ?
A) Reduction in violence crime & arrest rates	Been in fights before, after, or during school	6	6 (100%)	Yes
	Been arrested	2	1 (50%)	No
C) Decrease in the behaviors that contribute to injury and violence	Able to manage anger well	16	9 (56%)	Yes
	Thoughts of self-harm	5	5 (100%)	No
	Thoughts of harming others	3	3 (100%)	No
	Has used drug/alcohol in the last 30 days	2	2 (100%)	No
D) Development of skills and behaviors that lead to healthier lifestyle choices	Physically active 2+ times per week	11	10 (91%)	Yes
	Avoids unhealthy foods	34	26 (76%)	Yes
	Has gone to the doctor within the past 2 years	7	7 (100%)	Yes
	Has gone to the dentist within the past 2 years	12	9 (75%)	Yes
G) Reduction in rates of unprotected sexual activity	Knows where and how to get condoms, birth control, etc.	18	18 (100%)	Yes
H) Increase rates of condom use and other protective behaviors	Uses condoms, birth control, etc. regularly	6	6 (100%)	Yes

with 100% of students knowing where and how to get condoms, birth control, etc. Similarly, increased rates of condom use and other protective behaviors was reported as statistically

² The Chi-square test and Fisher Exact test were utilized for this comparison.

significant as well. The TOP Curriculum along with program staff helped to educate students on these topics and provide them with useful information that they could continue to use after high school. One student stated,

"There was one activity that we did when Gio joined us and we were after school. It was about sexual education and how to take care of ourselves, diseases, etc. and it helped me out because I was not really connected with that topic."

For many students, it was useful to gain new knowledge on topics that affected their health and futures. In general, the program staff reinforced the importance of avoiding risky behaviors and provided alternative options to the students. One student stated,

"FLEX helps us with high school and later on if we are going to college. It gives us a deeper meaning of what we want. Since FLEX provides us with help and different opportunities. I want to advantage of the opportunities of helping out children."

By exposing students to the benefits of healthy behaviors and helping them to set goals, the intended outcomes were fulfilled.

Protective Factors (Developmental Assets)

The fifth program objective was to reduce risk factors and increase protective factors for at-risk minority males. The tool used to measure protective factors was the Asset Inventory Survey, with a particular emphasis on “external assets.” The Asset Inventory Survey asks students to report on the presence or absence of internal and external assets which have been tied to positive youth development outcomes by prior research. We found the tool to be useful because it provided relevant information about students’ experiences that could be used to shape program activities to best meet student needs. However, we also observed an interesting pattern in this self-report data. The Asset Inventory Survey was administered to

all participants annually, and initially (comparing the second and third administration results to the baseline data) the survey showed a significant increase in the number of assets reported by students. With the final administration during the students' senior year, however, the number of assets reported by students dropped off markedly. Based on anecdotal and interview data, we do not think students were experiencing reduced support. We interpret this change to be reflective of students' changing perspectives as they began to think about life beyond high school and about how prepared they were (or were not) to face the challenges presented by college and career. This is discussed further below.

In the first section of the Asset Inventory, students self-report on which external assets they possess at that particular time point. Student responses were utilized to measure whether they had demonstrated an increase in protective factors. In comparing baseline data to data from the final administration, the results varied. The data demonstrated an increase in the number of students that reported having 13 out of 17 possible external assets, which essentially means that students reported having new assets. However, the matched pair analysis produced different findings. A matched pair comparison and an individual analysis of each student assessed at baseline and at the end of the program showed that only 21 out of 43 students reported more external assets compared to baseline. A variety of factors could have contributed to these findings. For example, throughout their involvement in the program, students may have become more self-reflective and aware of their surroundings. This may have caused them to respond to the Asset Inventory Survey differently at the end of the program than at the beginning. Similarly, the lives and circumstances of each student vary; therefore, outside factors (i.e. arguments with family members, violence in their neighborhood, etc.) could have impacted the way they self-reported on that particular day. Although gains were made for 48% of those students assessed at baseline and at the end of the program, it is likely

that the students' responses were impacted by peripheral factors or that they felt more comfortable responding honestly at the end of the program than at the beginning.

In analyzing the data from the matched pairs, it was evident that the mean number of external assets increased slightly from 12 to 13 assets amongst the 43 students for whom we had comparable data. Twenty-one (21) students (49%) showed an increase in at least one external asset on the Asset Inventory.

Objective	Variable	Baseline (N=43)	End of Program (N=43)	Is change statistically significant ($\alpha = 0.5$) ³ ?
#5: Reduce risk factors and increase protective factors	Average # of external assets from matched pair comparison	12	13	No
	# of students with matched pair who gained one or more external assets		21 (49%)	

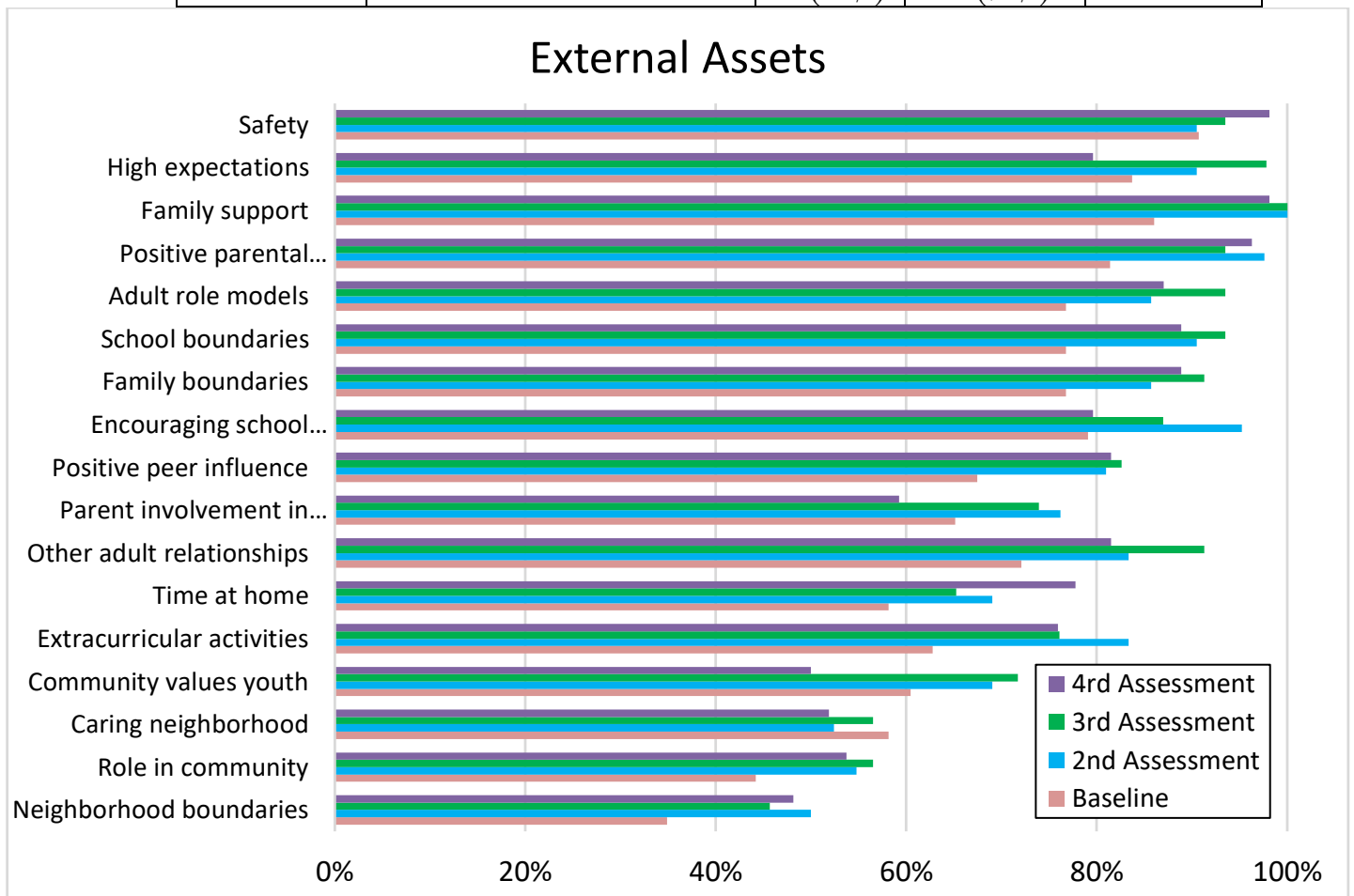
Looking at specific external assets provides more insight into how students' perceptions may have shifted as they approached graduation. This first table looks at which assets increased and which did not. The graph below shows the results for each asset across each of the four administration time points. It can be clearly seen that several of the assets that were increasing from freshman to junior year were suddenly less likely to be reported in students' senior year.

Objective	External Asset	# of students reporting asset at baseline (N=43)	# of students reporting asset at the end of program (N=54)	Is change statistically significant ($\alpha = .05$) ⁴ ?
	Family support	37 (86%)	53 (98%)	Yes

³ A Paired T-Test was utilized for this comparison.

⁴ A Chi-square test was utilized for this comparison.

#5: Reduce risk factors and increase protective factors	Positive parental communication	35 (81%)	52 (96%)	Yes
	Other adult relationships	31 (72%)	44 (81%)	No
	Caring neighborhood	25 (58%)	28 (52%)	No
	Encouraging school environment	34 (79%)	43 (80%)	No
	Parent involvement in school	28 (65%)	32 (59%)	No
	Community values youth	26 (60%)	27 (50%)	No
	Role in community	19 (44%)	29 (54%)	No
	Safety	39 (91%)	53 (98%)	No
	Family boundaries	33 (77%)	48 (89%)	No
	School boundaries	33 (77%)	48 (89%)	No
	Neighborhood boundaries	15 (35%)	26 (48%)	No
	Adult role models	33 (77%)	47 (87%)	No
	High expectations	36 (84%)	43 (80%)	No
	Positive peer influence	29 (67%)	44 (81%)	No
	Extracurricular activities	27 (63%)	41 (76%)	No
Time at home	25 (58%)	42 (78%)	Yes	



The boundaries and rules established by the program staff helped set behavioral

expectations for the students in the program and reinforced the importance of respect and abiding by school rules. The data show that 48 of the 54 students (89%) reported *school boundaries* as an asset at the end of the program, in comparison to the 33 out of 43 students (77%) that reported this asset at baseline. This essentially means that they understood the school's expectations and rules and felt they were appropriate. There was also an increase in the number of students reporting *safety* as an asset at the end of the program, with 53 of the 54 students (98%) reporting that they felt safe at home, school, and in their neighborhood. In comparison, 39 out of 43 students (91%) reported safety as an asset at baseline. One factor that may have affected the way students perceived their school and their safety could be related to the environment created by the program staff. In the interviews, one program staff member mentioned that they "Created a safe and comfortable space for students in a group setting and individual meetings, which gave them [students] the opportunity to build relationships with other fellow students, and YEP-II/FLEX staff." Many of the students discussed the role friendship and bonding played in holding them accountable, while also giving them the opportunity to speak openly about the obstacles they encounter. One student stated, "There was one time in the classroom when we were talking about how my family has impacted me and where I am going." Students felt that their experiences and comments were valued and heard by program staff and fellow students, which encouraged a safe and positive classroom culture.

Students reflected on the positive peer influence at baseline and at the end of the program. The data indicated an increase in the number of students who reported positive peer influence as an asset on the Asset Inventory. Of students completing the Asset Inventory at baseline, 29 out of 43 (67%) reported *positive peer influence*. However, at the end of the program, 44 out of the 54 students (81%) who had completed the assessment reported that their friends demonstrated responsible behavior. It was evident that students assisted in keeping each

other on track academically, which encouraged them to stay involved in the program. Students provided peer-to-peer support during and after the meetings, creating a unique bond amongst those enrolled in the program. They often looked to one another for support and accountability, which helped to reinforce the value of the program. One student stated, that he stayed involved in the program because he enjoyed "Being with friends. There are opportunities with field trips that allows us to bond with each other and also because it keeps me on track with school and all that by setting goals." The field trips also provided students with opportunities to bond with one another, as well as with the program staff. One student mentioned that the field trips had a particularly strong impact on him. He specified that, "The paintball field trip [impacted me] because we were able to bond with other schools. The other one [field trip] I liked was when we went to Pasadena because I've never really been outside of San Diego." The field trips provided students with the opportunity to see colleges, participate in various activities, and experience new places outside of their community.

The responses to the *high expectations* asset indicated that 36 out of the 43 students (84%) reported having this asset at baseline, yet 43 out of 54 (80%) reported this as an asset at the end of the program. While the data indicated a decrease in the high expectations asset, the interviews offered a different perspective. Many of the students interviewed indicated that they appreciated the program staff and fellow students pushing them to work harder to achieve their goals. When one student was asked about whether the program helped him stay on track to graduate, he responded,

"Yes, it [the program] did help me stay on the track to graduate. The instructors – Jaime, Jose, and Gio – they all pushed me. What I liked was that they were pushy about us getting on our work and graduating...they were really concerned about our education. They were doing so much to help us get back on track."

While the percentage of students reporting high expectations decreased, there are multiple factors that may have influenced this decline. For many students this asset may have been present from the beginning of the program, therefore there was no change at the end of the program. While for other students, they may have experienced changes in their family and/or teachers that altered their feelings of encouragement. Essentially, if an “at-risk” student was performing better in school and showing progress, then their teachers may not have continued encouraging them to push themselves academically. Furthermore, student may have interpreted the term “teacher” differently. For some they may have only been referring to their classroom teachers at the school, whereas others may have considered the YEP-II program staff “teachers” as well. While the data may not reflect the experiences of all students, many students indicated in the interviews that they felt supported and encouraged by the program staff and fellow students. One student stated, “What I valued the most was how it [the program] helped me stay on track...they [program staff] supported me a lot.” Students expressed gratitude to the program staff for pushing them to make better choices, perform well in school, and set goals for the future. Furthermore, 34 out of 43 students (79%) reported an *encouraging school environment* at baseline, while 43 out of 54 (80%) reported the asset at the end of the program. There was a small increase in the number of students who felt that their school provided a caring and encouraging environment. Based on the interviews, student reported feeling that the YEP-II program provided them with a great deal of support, which may have impacted the way they experience their school environment.

The Asset Inventory and the interviews highlighted the important role the program staff played in the lives of the students. The majority of the students indicated in the interviews that

the program staff served as role models and were people they looked up to in many ways. Of the 43 students that completed the Asset Inventory at baseline, 33 (77%) reported *adult role models* as an asset. At the end of the program, 47 out of 54 students (87%) reported adult role models as an asset at the end of the program. Similarly, an increase was shown for the *other adult relationships* asset. At the baseline, 31 out of 43 students (72%) reported having the support of three or more adults, while 44 out of 54 (81%) reported this asset at the end of the program. The interviews supported the data, with many interviewees reporting that the program staff functioned as a consistent and supportive male role model and mentor to the students. When asking about whether the program helped him stay on track to graduate, one student stated,

“Yeah, it did. What I know is that the people from FLEX all went to college, they graduated and they shared some of their experiences. They encouraged us that education is important, because it will get you to your future and what you want in life.”

The students trusted the program staff, and came to them for support and resources. The school site staff paralleled the student responses by stating that, “Students had a great male role model. In many cases, they [students in the program] have few positive male role models in their life.” For some students who had less support at home, the program staff helped them to set and achieve their goals. For one student the family support was not available, but he was able to confide in his mentor to gain the resources he needed to be successful. He indicated, “I live alone; my mom is not here, so that’s the most challenging.” Yet, with his hard work and involvement in the program, he plans to attend University of California Los Angeles majoring in Engineering in the fall.

For some students, the role they played in their community became more apparent through their involvement in this program. At the beginning of the program, 19 out of 43 students (44%) believed they had a *role in the community*. Yet at the end of the program, 29 out of 54 (54%)

reported having a role in the community. Students became more aware of the needs of their community and participated in various community service activities. According to one student, he stayed involved in the program because “Every time there was a session, I felt welcomed...plus I liked the activities we did such as beach clean ups, canned food drives and other community service activities.” Adults in the community, including the program staff, valued their contributions and the students reportedly enjoyed having a purpose and becoming more involved in their communities. However, some of the data indicated that students did not report their community as valuing youth or as a caring neighborhood. At baseline, 26 out of 43 students (60%) reported their community valued youth, whereas 27 out of 54 (50%) reported this asset at the end of the program. Similarly, 25 out of 43 students (58%) reported that they were familiar with the people in their neighborhood and that their neighbors cared about them. The number of students reporting this asset at the end of the program decreased with 28 out of 54 (52%) indicating that they lived in a caring neighborhood. Interestingly, the neighborhood boundaries asset increased with 15 out of 43 students (35%) reporting that people take responsibility for monitoring young people’s behavior at baseline to 26 out of 54 (48%) reporting this asset at the end of the program. This shows that student may have become more aware of their surrounding neighborhood and community given their new role in the community.

For many students, their participation in *extracurricular activities* kept them engaged in school, but at times caused conflicts with the YEP-II/FLEX meeting schedule and/or field trips. There was an increase in the number of students that reported extracurricular activities as an asset, meaning more students spent three or more hours per week participating in sports, school clubs, lessons, church, music, and/or art. At baseline, 25 out of 43 students (63%) reported extracurricular activities as an asset, whereas 41 out of 54 (76%) reported this asset at the end of the program. Extracurricular activities are viewed as an asset that helps student stay involved in

school and engage in healthy activities that foster growth. Yet, for some students this meant having to choose between their extracurricular activities and the YEP-II/FLEX program. As one student mentioned, “Sometimes the meeting times [were a challenge] because I had sports going on. They got in the way of meets and practice. With the field trips I couldn’t go to most of them because I also worked on the weekends.” It was evident that although student involvement in extracurricular activities was beneficial to their overall well-being, it did result in various challenges for student who had competing responsibilities. In connection to this asset, the data indicates that there was a statistically significant change related to the *time at home* asset. At baseline, 25 out of 43 students (58%) reported being out with their friends “with nothing particular to do” two or less times per week. However, at the end of the program, 42 out of 54 students (78%) reported this asset. This asset infers that the less time students have nothing to do due to extracurricular activities, the less likely they are to engage in risky and/or unhealthy behaviors.

The program staff discussed some of the challenges they encountered with parental involvement and family support for the students. However, the data reported on the Asset Inventory indicated positive changes in these assets. Statistically significant changes were demonstrated for the *family support* and *positive parental communication* assets. At the beginning of the program, 37 out of 43 students (86%) indicated that their family showed them high levels of love and support. This increase to 98% at the end of the program with 53 out of 54 students reporting the family support asset. Similarly, 35 out of 43 students (81%) reported that they and their family members communicate positively and that they are able to ask for guidance from them. This asset improved significantly by the end of the program with 52 out of 54 students (96%) reporting positive parental communication as an asset. In relation, increases were revealed in the *family boundaries* asset, which could have contributed to the statistically significant changes

in the family support and positive parental communication assets. At baseline, 33 out of 43 students (77%) reported that their family had clear rules/consequences, and monitored where they were. This increased by the end of the program with 48 out of 54 students (89%) reporting the family boundaries asset. This reinforces the notion that families did become more supportive of their children at home, even though they may not have been involved in the school. The parent involvement in school asset actually decreased since the beginning of the program with 28 out of 43 students (65%) reporting this asset at baseline and 32 out of 54 (59%) reporting parent involvement in school at the end of the program. In the interview responses, program staff mentioned that many parents did not attend the parent engagement nights and it was difficult to get the parents to play an active role at the school. However, very few of the students discussed their home environment and/or the role the parents played in supporting them, yet the Asset Inventory demonstrates significant support at home. One student mentioned, “I reflected on the fact that my family has been there a lot, supporting, caring, and motivating me to stay in school and go to college.” The students interviewed did not discuss home environment and parental support in much detail, but it could be inferred that student may have understood family boundaries more clearly, therefore resulting in better parental communication, and more family support. However, many students did report that they worked jobs either after school and/or on the weekends to help support themselves and their family, which may have also impacted the parental involvement. For instance, if both the student and parent had to work, and/or did not have transportation it may have been difficult for them to attend the parent engagement nights. The financial hardship experienced by the students may have affected parental involvement in school. One program staff member stated,

“In my opinion, the students benefitted from incentive funds available to them. Many students were able to purchase items that they wouldn’t be able to acquire otherwise; we even help some with rent and food for the

home.”

Yet, with the assistance on the resources provided by the program, students experienced more support at home and continued on the path to graduate.

V: DISSEMINATION PLAN: *(Provide information regarding manuscripts and publications as the result of or associated with the YEP II grant. List submitted abstracts (indicate status of submission) and past/future presentations of findings for national conferences or events. Provide copies of materials developed with YEP II grant in the Appendices.)*

SYHC staff made several attempts to promote the success of the YEP –II/FLEX Program during the project period. SYHC staff submitted abstracts to four separate professional conferences, with two of them being accepted for poster presentations. Abstracts submitted are listed below.

Conference	Proposed Presentation Title	Outcome and Date
Healthy Teen Network <i>Youth 360: How and Where Youth Live, Learn and Play Matters.</i>	FLEX Adolescent Male Involvement Program: Helping Teens Increase Their Chances of Success After High School	Submitted for October 2015 conference. Not accepted.
University of Michigan Adolescent Health Initiative: <i>Conference on Adolescent Health 2017</i>	FLEX: Focused Learning and Empowered Excellence.	Submitted for April 2017 conference. Poster <i>accepted and presented</i> April 23-24, 2017
Healthy Teen Network <i>Social Norms and Culture: Honoring Experience and Perspectives</i>	FLEX Adolescent Male Involvement Program: Helping Teens Increase Their Chances of Success After High School	Submitted for October 2017 Conference. Poster <i>accepted and presented.</i> October 2-4, 2017.

APHA 2017 <i>Creating the Healthiest Nation. Climate Change Health.</i>	FLEX Adolescent Male Involvement Program: Helping Teens Increase Their Chances of Success After High School	Submitted to APHA November 2017. Not accepted.
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In addition to the aforementioned conference submissions, SYHC and partners had several opportunities to share about the program successes and lessons learned at various schools, staff and community meetings. At the end of the project, SYHC and partners presented program outcomes to the parents and school personnel at each site. YEP-II/FLEX outcomes were also presented at the Sweetwater Union High School District Counselors meeting on August 17, 2017. SYHC also presented outcomes at the local Chula Vista Community Collaborative meeting in September 2017 and again at San Diego Unified School Districts Nurses Meeting in September 2017. See *Attachment E for samples of the posters and presentations.*

SYHC will continue to share the great successes of the program and lessons learned from the YEP-II/FLEX Program.

VI: BARRIERS and RESOLUTIONS: *(Discuss barriers and resolutions during the project period which may have delayed or altered your proposed plan and implementation of the YEP II program.)*

There were no major barriers to report during the implementation of this program. However, there were minor challenges related to the school sites and school administration. When working to recruit students and gain support for the program, school administrators initially encouraged the enrollment of solely high-risk and low performing students, which would have affected the program outcomes and excluded students that may have been interested in enrolling in the program. The intent of the program was to engage at-risk, minority male students, not just those students who were

high-risk and likely to drop out of school, be expelled, and therefore not be able to complete the YEP-II/FLEX Program. To resolve this issue, school administrators and program staff agreed to recruit a mixture of students some of whom may had been identified as higher risk while others were identified as simply at-risk and would benefit from mentoring and guidance. Framing the recruitment in this way allowed the program staff to engage students who were at-risk regardless of their academic or disciplinary history. In addition, some program staff reported having challenges in communicating with the school sites, especially with regard to having a meeting space at the school. They reported that often times the school sites would change the classroom-meeting place and students would not know where to meet. This impacted student retention and attendance in the program. One program staff member mentioned in the interview that “One of the biggest challenges was communication with the school sites. In my particular site, we were constantly changing classrooms and the students would have trouble knowing where we would meet that day.” To resolve this issue, program staff would regularly communicate and coordinate with the school administration to ensure meeting space was available. Unfortunately, at times, turnover in school administration made this difficult, but program staff were able to get school staff to see the value of the program, and in turn provide a secure and consistent location for most meetings. It was suggested that there be a more open dialogue with school administration with regard to what the program needs from the school and how the school can support the program. It was recommended that the schools help to make the program more visible on campus, which would help gain the interests of students, parents, and teachers. Furthermore, many students participated in extracurricular activities that did not allow them to attend all of the meetings and/or field trips, which lowered the attendance rate. Their engagement in other activities

demonstrated an increase in healthy behaviors, school involvement, and access to other support systems. It would be beneficial for students' involvement in extracurricular to be tracked as a positive factor that assists them in achieving success. This could be resolved by allowing students to take "leave" during sports seasons or when other school activities are occurring to ensure that the data are accurately reflecting the positive steps students are taking.

VIII: LESSONS LEARNED/RECOMMENDATIONS: *(Discuss any recommendations you would make as a result of the project and lessons learned.)*

Based on the interviews with students, school staff, and program staff, various recommendations were offered. Many of the students had jobs, played sports, were involved in ROTC or other extracurricular activities, which at times made it difficult for them to attend meetings and/or fieldtrips. One student mentioned, "Sometimes it was hard to go to the meetings because I had sports going on. They got in the way of meets and practice. With the field trips I couldn't go to most of them because I also worked on the weekends." The fieldtrips were primarily held on the weekends, which made it challenging for working students to attend. It was recommended that there were more fieldtrips during the weekdays and that more of the fieldtrips involved visiting colleges and going outside of the San Diego area. Multiple students really enjoyed the fieldtrip to UCLA and the opportunity to travel outside of the San Diego. One student stated, "Going to UCLA had an impact on me. Once we got there, the campus was pretty huge and they told us all these different kinds of majors and that kind of inspired me too." Other students were interested having meetings more frequently and learning more about jobs, how to prepare/apply for financial aid, and SAT/ACT prep. Program staff recommended possibly collaborating with local businesses/organization to allow for the students to intern and gain practical work experience. Program staff also reported that it was

at times challenging to get the students interested in the TOP Curriculum and that in the future it would be useful to have more student input on the lessons being taught or even having the students present the lessons themselves with program staff supplementing the lessons with more information. One program staff member stated, “Having a more open dialogue with students on what they want out of the program. Possibly having the lessons be more student led (i.e. choosing the lessons, fieldtrip, snacks, etc.)” This would help students to see their role in the program and in the community, while also demonstrating the benefits they achieve through their participation. Parental involvement was also challenging, with few parents attending parent engagement nights. Program staff recommended having a more open dialogue with the parents and offering them various ways to help support their child in the program. Another recommendation would be to eliminate the possible barriers parent encounter when trying to attend parent nights such as transportation, childcare, etc. This may make it the parent engagement nights more accessible.

Furthermore, in analyzing the data from the Asset Inventory, it appeared that some of the students reported fewer assets on the last administration than on the initial administration. In doing so, the results of the comparison showed little change and in some cases, even a decrease in the number of assets the students reported. There are multiple factors that may be contributed to this issue. When students initially completed the Asset Inventory, they may not have been familiar with the definitions or terminology on the assessment. Therefore it is possible that the perspectives changed, which influenced how they responded on the assessment. In addition, students gained new insight and knowledge through their high school and YEP-II/FLEX experience. This could have impacted the way they think about their environment, school, family, peers, and themselves. As a result, they may have responded less favorably on the last administration in comparison to their initial administration. While the

Asset Inventory was helpful in having students reflect on their actual experience, it may not have been the most successful in measure the protective factors outcome.

VIII: SUSTAINABILITY PLAN: *(Discuss future plans to sustain project efforts.)*

SYHC is committed to retaining grant funded programs that prove to be effective, generate revenue for the health center, and improve health and social outcomes for patients and the community. In the past, some grant funded programs have been absorbed into the health center's overall operations budget, while others have continued with additional grant funding. Programs may also be sustained via partnerships and collaborative networks that pool resources to maintain program operations. For YEP-II/FLEX, SYHC health educators incorporate lessons learned from this project into current group and individual health education and youth development programming. SYHC and partners SAY and SBCS have developed a close working relationship through the YEP-II/FLEX program and have created a streamlined referral process to refer youth to other current programs to help at risk youth in the future.

IX: APPENDICES, if applicable: *(Attach a separate Appendix per publication, abstract, survey tool, instrument, presentation, produced product, etc., that was developed and implemented in the recruitment, implementation, evaluation and dissemination during the project period, including the approved no-cost extension, if applicable.)*

¹ Maintaining the same cohort of 50 youths at-risk for violence and risky sexual behaviors is cited in Funding Opportunity Number MP-YEP-005, pages 5-6.

² Promising Prevention Model described in Funding Opportunity MP-YEP-005, pages 6-7.

³ The utilization of the YEP II outcomes is cited in Funding Opportunity Number MP-

YEP- 005, page 8.